

PRESENTER'S
INTRODUCTION

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The CDF program really revolves around you as the presenter.. Without you, there are no presentations and no program. Conversely, when anyone looks at you, they see the whole CDF program. The quality of CDF will be judged by your audience and onlookers based on your performance as a presenter. Therefore, it is imperative you give the highest quality presentation possible each and every time.

By now, you should have read or had explained to you the contents of the CDF Coordinators book. What you'll find in this section is tips on effective presentation making learned from trial and error over the past few years of the CDF program.

GROUP SIZE

It is recommended that the program be given to the students of a single classroom in an informal setting as possible. Two classroom groups can be combined if necessary, but should not exceed a total of 50 students. Limiting the number of students permits greater individual contact and more interaction among students and presenters.

Drug counselors, school principals, etc. should be encouraged to be in attendance at the presentations. If the school is agreeable, local media coverage can also be arranged.

SCRIPTS

What you'll find in this section are sample outlines and scripts used for two different age groups. The first script and outline is applicable for students between the ages of 6 and 12. The second script and outline is applicable for 12 through 17 years olds. The word-for-word scripts are merely guides of what other successful presenters have given in the classroom..

What will be important to your consistency and believability will be for you to develop your own presentation using your own experiences and presentation style. CDF presenters are expected to use the outline provided and are not to deviate from the basic outline. Use the tips for public speaking found later in this section to help you develop your own presentation.

MODESTY

During a CDF presentation is certainly not the time to be modest. As a presenter, this is your time to shine and explain just what an important part you and your job are to the military's overall mission . With few exceptions, kids love the uniform and want to hear what you have to say. Even if they act like they're not paying attention, they probably are. Teachers have said many times about how important it is to have outside sources come into the classroom and emphasize the anti-drug, positive alternative message.

THE PRESENTATION

One of the most important aspects of being a CDF presenter is to understand what the CDF program is and what the CDF program isn't.

WHAT CDF IS:

1. Motivated volunteers who are willing to share their successful experiences.
2. Exceptional "role models" and good examples of what you can achieve by staying drug free.
3. Presentations that provide tips on good decision making and positive

alternatives to drug use.

4. A "Booster" program to well established drug education programs.
5. Free to any group of kids.

WHAT THE CDF PROGRAM IS NOT:

1. **It is not** a recruiting tool.
2. **Volunteers are not drug experts.** If a student asks a tough question about drugs (my parents use drugs or what about...), they should be told to talk to a teacher or counselor they trust about their problem.
3. **It is not a replacement** for programs like D.A.R.E. or Partnership For A Drug Free America, etc.

Typically what will happen is that a presenter gets a request from the coordinator to give a presentation. The volunteer should find out as much as possible about the audience receiving the presentation and the location of the presentation. If possible, the coordinator can give the presenter a copy of the checklist found later in this section. Getting the name of the school contact will also be helpful for ensuring the proper AV set-up is arranged and any last minute details that might need to be arranged. Try to find out something unique to the school you are going to visit. Every school will have something positive they have been able to achieve recently. Go over the script and make sure you know your opening five minutes or so by heart. If you have to, put the topics you want to talk about on a 3 x 5 card and hold it in your hand until you get comfortable with your presentation. Don't ever go into a presentation cold and expect to talk off the cuff. **DON'T EVER, EVER SKIP A PRESENTATION YOU'VE MADE A COMMITMENT TO BE AT.** This is the quickest way to destroy all of the hard earned credibility of your CDF program.

VIDEOS

You will be given standard CDF videos. Give the teacher or school counselor the option of using one of the videos they would like to show if they want to show a video other than the CDF videos. Make sure it has been passed by their school's curriculum committee before and if you get the chance, view it prior to the presentation so you know how to introduce it and follow it up with post video questions. Make sure you emphasize what the kids are supposed to get out of the video you are showing them. Then follow the video up with an emphasis again on what you wanted them to get from the video you've shown. It might sound redundant to you but it really is an effective way to get the point across. CDF volunteers are not allowed to choose their own videos. Use the provided CDF videos or video that the school has chosen for you to show.

HANDOUTS

It is suggested that CDF presenters have reinforcing items for presentation to give to students like stickers, buttons, book covers, rulers, etc.; anything with an anti-drug message. These items are available through national, regional and local "non-profit for education" or COMNAVRESFOR (Code 009). Naval Reserve recruiting items are also popular handouts. You can also create your own handouts. This section has an example of a handout created by other CDF programs.

Paperwork

Last but certainly not least is the CDF Presentation report. This is very important to the CDF program. It's a measure of everyone's success in

getting the message out. It has sections on feedback from teachers as well as a section for you to fill out as the presenter if you have any ideas on making the program better. Make sure you get the teacher to fill out the presentation report before you leave and give it back to you. Return the report to the coordinator who assigned you the speaking engagement. It can then be faxed or mailed to New Orleans for inclusion in the National Database.

PUBLIC SPEAKING TIPS

What follows are some general guidelines to make you a more effective public speaker. The only difference between a good public speaker and a great public speaker is practice. These tips are presented as additional information from experienced public speakers to help you become the best speaker you can be.

DO'S AND DON'TS FOR MAKING PRESENTATIONS

Do:

- Talk about things you are comfortable with and deliver it in the way you are comfortable with.
- Make an outline of what you want to talk about-ALWAYS.
- Practice your speech silently and out loud. Preferably in front of a mirror.
- Time your talk so you know how long it will take.
- Look at your audience at all times. Find the people who are easiest to look at and look at them until you get comfortable. (but never stare at one person)
- Make your posture nice and relaxed.
- Do move around. Don't stay in one spot.
- Make gestures and facial expressions natural.
- Speak loudly and distinctly.
- Speak more slowly than you might be used to.
- Position your body so you face the majority.
- Continually scan the group with your eyes.
- Smile at individuals.
- Nod affirmatively.

Don't:

- Use other people's delivery styles unless you are absolutely comfortable with it.
- Use other people's ideas without giving them credit.
- Use scare tactics, sarcasm, clichés, stereotypes.
- Don't apologize for being nervous. Your audience will turn you off.
- Don't rock back and forth or shift.
- Don't use fillers, i.e.: like, you know, uh, ah.
- Don't be afraid to admit your mistakes. It'll give you more credibility than if you try to cover them up.
- Talk to your notes or visual aids.
- Turn your back to part of the group.
- Stare.
- Avoid eye contact or scan the group too frequently.
- Stand in a fixed position.
- Juggle change.
- Twist hair.
- Grip or rub your hands.
- Scratch your head.
- Move your hand through your face or hair.
- Adjust your clothing.
- Twist pen caps or click them.
- Fiddle with your rings or watch.

- Put your hands in your pockets.
- Clear your throat.

PRESENTATION TIPS FOR YOUNGER STUDENTS (grades K-6)

1. They accept all information completely at face value.
2. They don't understand inferences. You have to tell them the obvious.
3. They rely on others to decide what's important.
4. They expect it to be useful in the long term.
5. You have to repeat the message more than once.
6. You have to tell them what you want them to learn.

PRESENTATION TIPS FOR OLDER STUDENTS (grades 7-12)

1. Focus on real world problems.
2. It's OK to be blunt occasionally about the consequences of their actions.
3. Emphasize how what you are teaching them can be applied.
4. Relate it to their own goals.
5. Encourage them to be resources for each other.
6. Treat them like adults.
7. Encourage their responsibility in the situation.

Questioning your audience is a great way to get them involved. Here's some DO'S and DON'TS for questioning:

DO:

- Distribute questions equally.
- Begin with easy questions.
- Make your questions specific, not general.
- Listen carefully to the answer.

DON'T:

- Question in a predictable way.
- Make your question too long or complex.
- Use leading question unless it's to make a point.
- Ask ambiguous questions.

INTERVENTION

Sometimes, you'll have students who will try and disrupt your program. Most of the time, a teacher will intervene for you. In the event they don't, here are some techniques you can use to stop the behavior.

- Signaling- either making direct eye contact or a hand gesture with the disruptive student.
- Humor- as long as you don't make fun of a student publicly.
- Proximity- move closer to the student and stand beside them.
- Requesting- requesting a student be quiet.

Usually telling a group of students only one of you can talk at a time is enough. If you have to make an example of a student, do it very careful. I will be easy to turn off the other students if you don't do it respectfully.

TIPS FOR PUTTING YOURSELF AT EASE BEFORE A PRESENTATION

1. Rehearse until you feel comfortable with your presentation plan.
2. Memorize the words you will be saying during the first part of your presentation.
3. Check presentation materials. and practice using visual aids in advance of the presentation.
4. Anticipate potential problems.
5. Get as much rest as possible the night before the presentation.
6. Greet your audience as they enter. This will put them more at ease.
7. Visualize yourself succeeding at the presentation.
8. Accept nervousness as an energizer that helps keep you on your toes and performing at your best.
9. Rely on the most powerful presentation tool you have-your own unique style, experiences, and abilities as a person.

REMEMBER:

GOOD PUBLIC SPEAKERS ALWAYS TELL YOU WHAT THEY ARE ABOUT TO TELL YOU, TELL YOU WHAT THEY CAME TO TELL YOU, AND WRAP IT UP BY TELLING YOU WHAT THEY JUST TOLD YOU!

Outline for Primary Presentation (ages 6-12)

CAMPAIGN DRUG FREE PRESENTATION

1. PROGRAM INTRODUCTION

A. SPEAKER(S) INTRODUCTION; (example)

Good morning/afternoon boys and girls. My name is _____. Does anyone know what branch of service I'm in? I'm in (branch of service) I've been in the military for _____. My job in the military is _____ (try to bring a picture) I grew up in _____ and went to school at _____ I joined the Navy in _____. I've been stationed at _____ (if reservist) My job in the civilian world is _____. Does anyone know why I'm here today? (say no to drugs) I'm also here to talk to you about choices.

B. CHOICES

Talk about choices here. Examples of....

2. FOREIGN AND DOMESTIC ENEMIES

A. MILITARY OATH OF OFFICE AND COMMITMENT TO THE CONSTITUTION

When I entered the military, I took an oath. I raised my right hand and promised to defend our country against all enemies foreign and domestic. (explain foreign and domestic)

B. DRUGS ARE OUR GREATEST "DOMESTIC ENEMY"

Drugs are the biggest domestic enemy we have right now. What is happening in our streets and neighborhoods where drugs have taken over? Drug are a national threat that affects us all-even when we don't expect it...

Give example from surrounding area.

1. Accidents, drunk drivers
2. Drug gang wars-innocent victims
3. Crime
4. Disease

Besides being concerned with drugs in the military, I'm involved here with you because I want to help you understand what drugs do to this city and your country. Our future depends on all of us-Saying what? Saying NO!

3. **THE "DRUG WAR"**

A. **INTRODUCTION**

It's important to know that drugs in the U.S. are a real problem. It's like a war that's being fought right here in our own streets. the enemies are the people trying to sell drugs to kids like you. those bad people are losers! They tell you lies and they go to jail or get killed eventually.

B. **ALCOHOL AND CIGARETTES ARE FORMS OF DRUGS**

Making the right decisions about smoking, alcohol and drugs won't be easy. Because it's happening everywhere in our society. It's in the newspapers, book, movies, TV programs, commercials. Sometimes we get the wrong message that smoking or doing drugs are just part of life. Harmless fun. And using them will make you popular and grown up. This is not true. It's a big lie. Alcohol is a legalized drug. And cigarettes are addictive. Just ask any adult who smokes how difficult it is to quit.

C. **DRUGS AND ALCOHOL CAN MAKE YOU SICK**

People who use drugs and alcohol can end up being unhappy, sick, or they can even die. Each one of you is important. You have a special role to play... We can't afford to lose anyone to the drug war.

4. **THE UNITED STATES IS A "GREAT COUNTRY" WITH THE FREEDOM TO CHOOSE**

A. **BRIEFLY EXPLAIN DIFFERENCES OF OTHER COUNTRIES**

B. **WHAT IS IT THAT MAKES EVERYBODY WANT TO COME TO THIS COUNTRY?**

C. **Explain PERSONAL FREEDOMS**

What are some of the decisions or choices you make every day?

D. THE NEXT GENERATION

Your parents and teachers will retire someday. You and your friends will be the next doctors, business women/men, computer programmers, teachers, Lawyers, policemen/women, firefighters, scientists... whatever you want to be.

E. DREAMS AND GOALS

1. SHORT-RANGE GOALS

To score a "B" on the math test, to be nice to your sister or brother for an hour, to keep your room clean, etc.

2. LONG-RANGE GOALS

To become a doctor, police woman, fireman, football player, etc.

5. MAKING THE RIGHT DECISIONS

A. INTRODUCTION TO DECISION-MAKING

Some of these decisions are easy to make...some are hard... some decisions your parents or teachers have to make for you to keep you safe and healthy because they love you and care about you.

B. INDEPENDENT DECISION-MAKING

As you grow up, you'll make more decisions by yourself. One of the most important things you'll learn... just like reading, math, science...is how to make the right choices.

1. You can help yourself make the good decisions by just thinking and listening to yourself...asking yourself questions...like, what will happen if I do this?

2. DIFFICULT DECISIONS

a. Some decisions are easy, but what if you have to make a really hard choice? A decision about something that you're not very sure about?

b. That's when it's really important to ask a grown-up you can trust. Your parents, teacher or any adult you know and trust. They can help you make

the right decision. Listen to what they tell you. Remember what you've learned. Listen to yourself and you'll know how to make the right decision and be able to do the right thing.

6. PEER PRESSURE

A. PEER PRESSURE INTRODUCTION

What is peer pressure? You need to know about your peers...or friends..kids your own age. Or maybe bigger kids who will tell you things or try to make you choose things or do something that you don't want to do or know is wrong or that you're not sure about... that's called peer pressure.

B. DEALING WITH PEER PRESSURE

What if the kids want you to do something that you don't want to do, or that you know is wrong or that you're not sure about and they start teasing you...then what do you do? Nobody will play with you..How do you feel?...What do you say and do?

You don't want to be left out but you want to do the right thing. It's a really hard choice. How do you decide what to do?

C. SOLUTIONS TO PEER PRESSURE

1. You can tell them you're busy and have to run.
2. You can tell them you have to go home and baby-sit your brother or sister.
3. You can tell them you have to go to practice.
4. You can go talk to a grown-up about the choice.

7. VIDEO INTRODUCTION

To help you understand this problem we have a video with some friends that you see on TV and in the movies. Watch the story and listen to what they say. It will help you decide and do the right things. (show video)

A. PEER PRESSURE REINFORCEMENT

There may be a lot of pressure on you to use alcohol, drugs, and other substances by other kids. And also not to say anything about others using drugs.

B. SOLUTIONS TO PEER PRESSURE

1. Don't you be a part of it!
2. Stick together and don't let your friends do drugs.
3. Let your parents, teachers, or some grownup you can trust know so that a person in trouble with drugs can get help. That's being a real friend, not a squealer.

8. CONCLUSION

A. We can't afford to lose this drug war. Our future needs all of us and certainly with you and your friends, saying no to drugs.

B. You have heard what happens if we don't win the drug war.

C. Thanks, I enjoyed being here with you today! Good luck to each one of you and remember, help keep our country drug free!

PRIMARY SCHOOL CDF PRESENTATION (ages 6-12)

Try and greet as many kids as possible as they! enter the classroom Establish a rapport with the kids as early as possible. For younger aged children K, 1st or 2nd grade, you can wear your cover and salute each kid as they come into the room. Greet them with a good morning sir/maam and salute them. For older kids just shake their hands and greet them without the salute.

After introduction by school official:

Hello! (They will say: "Hi") I can't Hear you ! (The old boot camp routine works well) That's GREAT! State your name_____ and I hear you are the (school mascot) I am so happy' to be here today and want to thank each and everyone of you for coming to see me. I've got some important things to talk with you about today....things that involve choices you have to make as you grow up. I'm going to ask you some questions as we talk about theses choices. and since I want to hear from everyone. I'm going to ask you to raise your hand if you have an answer to one of my questions or just want to ask a question. If I put my hand to my ear, I want EVERYONE to shout out the answer OK?. (Cup your hand to your ear)-I Can't hear you! GREAT JOB!

Can anyone tell me what I do by the clothes I am wearing? It's called a uniform. I'm not on the LOVEBOAT but you're real close. That's right. I'm in the (branch of service). (History of jobs). I have another job. (describe your civilian job if a reservist). I'm here with you today because I care about you and I want you to see you can do anything as long as you make the right choices.

What a great country we live in! What makes this country so great? All great answers! One of the great things about this country is the freedom each and everyone of us has to make our own minds up about what we want to do. We call

this having choices. Does everyone know what choices are? Give me some examples of "choices" you made today. What to wear, what to eat, to go to school, to listen to teacher, to comb your hair. brush your teeth etc.) All those answers are GREAT. Some choices you have are made for you-aren't they? Like when you wanted to wear a purple sock and an orange sock to school. Didn't someone at home say' "no"? How about coming to see me today? I'll bet your teacher made that decision or choice for you. So some choices, others help you make. Your Mom, Dad, Sister, Brother, Teacher, Preacher or some other responsible adult. As you get older, you'll start making more and more of your own choices. That's all part of being grown up! The hard part about making choices. is to figure out what are goo choices and what are bad choices. sometimes, an adult can help you choose a right choice-once again, ask your parents, your teacher or preacher or someone you trust to help you out. Let's see how you do with good and bad choices. Doing your homework-Good or bad choice? (cup your hand to your ear so the class will respond in unison on this exercise). That's right - doing your homework is a good choice - makes the teacher happy), helps you learn and will result in better grades at school. How about sleeping in class? Good or bad choice? That's right, a-bad choice. How about cleaning your room? Good or bad choice? Good choice-that's right! How about taking drugs that are given to you by a friend? Good or Bad choice? BAD CHOICE! Drugs given to you by a friend is a bad choice. How about drugs given to you by someone you don't know? Good choice or bad choice? BAD CHOICE! Well , if a friend or stranger gives you drugs, it's a bad choice-right? How about a family, member, a brother, sister or any' adult that lives with you or is a part of your family? How about if they give you some drugs? Good or bad choice? what I heard was some people saying it was a "good" choice and other people saying it was a "bad" choice. So what makes

some drugs a "good" choice and other drugs a "bad" choice if a family member gives you the drug? What's a good drug? (Raise your hands) Yes, "good" drugs are those ;Medicines that the doctor gives you when you are sick. Your parents or responsible adult goes to the pharmacy or store and buys that medicine to help you feel better from a sickness. Those are the only "good" drugs you should take. The medicine the doctor gives our parents or responsible adult for you to take in order for you to get well. What about "Bad" drugs. Can anyone tell me what "Bad" drugs are? (Cocaine. Marijuana, Crack PCP, etc.) Those are all examples of "Bad" drugs Why are they bad? (Health, they can hurt you, you can go to jail) But how do you know a "Bad" drug from a "Good" drug? Can you tell by, looking at it? Not really. "Good" and Bad" drugs come in all shapes and sizes. I can tell you that "Good" drugs are NEVER smoked, never come packaged in a sandwich bag, don't look like grass clippings, NEVER are square or look like broken sugar cubes. "Good" drugs are NOT given to you by friends or strangers, so NEVER take anything from a friend or a stranger. Ask your Mom or Dad or responsible adult about taking any drugs your brother or sister may want you to take BEFORE you take them. That way, you'll always know you made the right choice.

You have told me that some drugs are "Bad" and that you wouldn't make a bad choice to take these drugs, right? Well if drugs are so bad, why do kids take them? What causes a smart kid like you kids to do something that they: know is wrong and a "Bad" choice? Who can tell me? That's right! PEER PRESSURE! (Pick a student at random) Hi! what's your name? (Students name) I've got some really neat stuff I'd like you to try. this stuff is great! All your friends are doing it! Just a couple pills I got from a friend! Come on, it won't hurt you. (Play it out until the kid says no several times.) Nice job! So what is peer pressure (show of hands). That's right doing something just

because everyone else is doing it SEEMS everyone is doing it. (Give some examples of peer pressure) Some Peer pressure is good like working hard and making good grades or trying your best to sink that basket or hit the ball. Peer Pressure is bad when our "friends" want us to do something you know is wrong. Like teasing a kid because they talk funny, stealing a bike. or smoking cigarettes, drinking alcohol or taking drugs. You can avoid being tricked into doing something you really didn't want to do by remembering some very simple rules. Everyone know their ABC's? Good! All you have to remember is the first three letters,--A, B, C. Simple, Here goes:

A - "A" is for ,Always Think. Don't say yes to anything until you think it is right choice.

B - "B" is for "Be a friend" Real friends would NEVER ask you to do something that is wrong or that could hurt you.

C - "C" is for "Consider the Consequences" Would you be able to tell your teacher what you just did? Would your mom or dad or responsible adult be "proud" of what you did? If you can say "no" to that or aren't sure about it, DON'T do it until you can talk to a responsible adult.

Three simple rules, just think of A-B-C. Lets repeat those rules: (REPEAT)
Lets pretend that a "friend" comes up to you and says this this:

(Find a student and start play-acting) (students name): Hey, how's it going? We're all going to the (park, playground, movies, rec center, whatever is appropriate) to (shoot some hoops. play. swim, skateboard. roller-blade, hang-out, etc.-) How about coming along with us? Everyone will be there. Come on-what do you say? OK, lets stop right here and use the ABC's of making a right or wrong choice.

A: "A" - stood for what? RIGHT, ALWAYS THINK. Well we're doing that now aren't we. We haven't said Yes or No yet. We are thinking about it. Have you

ever heard a question the teacher asks in class and WITHOUT thinking, you raise your hand. (ANIMATE a little kid raising their hand, jumping up and down, saying "Pick me, Pick me") Now the teacher picks you. "Yes Brad. do you have the answer?" Since you forgot to think before you raised your hand but raised your hand because all the other kids were doing it (peer pressure). You say, "Well, I er ah, what's the question again?" "Sit down, Brad." (Teachers, you know what I'm talking about). If only you would have done some thinking before you raised your hand, you might have had the right answer. So think, before you make choices.

B: "B" - stood for what? Be a friend. Remember your real friends would never ask you to do something that could get you in trouble or hurt you. So far our "friend" has asked (students name) to go somewhere with the guys, girls. Anyone see a problem with that? Sounds innocent enough to me. But what do you think (students name) should first do before he (she) says "Yes". Ask her parents or responsible adult! Right. Remember our last step in making a right choice?

C: "C" -- stands for what? Consider the consequences! Don't you think if (student's name) just took off without telling anyone that he(she) would be in trouble? Also, mom or dad or a responsible adult could help you with some choices about where the kids are going. Maybe they don't want you to hang-out because they know the hang-out spot is dangerous. It may be O.K. to do something else with the kids. Ask, it's the right choice.

We've asked a responsible adult and they said "OK, have fun but be home in an hour". So you go with your friends to the (whatever). When you get there, your "friend" pulls out some funny looking stuff from his (her) pocket and hands it to you. This stuff looks like dried up grass and is all wrapped up in a sandwich bag. Looks like some tiny cigarettes are on top of the pile of the dried grass-like looking stuff Your "Friend" pulls out one of these tiny cigarette

looking things, lights it, and starts passing it around to your other friends. They ALL smoke a little bit. Now your "friend" offers it to you and says, "(students name), you want to smoke a little bit? What do you do? Go through our ABC's.

A - Always think. Stop. DO NOT DO ANYTHING UNTIL YOU THINK!

B - Be a Friend. Is your friend being a REAL friend by offering you something to smoke? Do real friends give their friends drugs? NO! YOU KNOW SMOKING DRUGS ARE WRONG!

C - Consider the consequences. Would your teacher, mom, dad or responsible adult be proud of you if you did this. I don't think so.

Looks like a BAD choice! So what do you say! NO! That's right, just say NO and walk away. Will your friends make fun of you? Maybe, but remember, they are NOT real friends if they' want you to do something that is wrong or that can hurt you or both! They are not cool or smart and not the kind of kids you want to hang out with. Saying "No" to them takes a lot more courage and bravery than to give in and do something you know is wrong. You will find real friends soon-so don't worry if they make fun of you or call you names. Remember, you can always talk to your parents, teacher, counselor, preacher or some adult you trust about this. We have to have a movie to show you with some friends you see on TV and at the movies. This involves a boy named Michael and his sister, Cory. Look at the choices that Michael makes and we'll talk about it later.

ROLL THE MOVIE - "Cartoon All! Stars to the Rescue" - Suggest cutting the movie short after Michael realizes he made a wrong choice.

Did you like that movie? What caused Michael to make the wrong choice? (Peer pressure) What should Michael have done differently? (Gone through the ABC's and said "NO") Should Cory' have told her parents earlier about Michael's problem? (Yes-hard choice) What would you have done, if you were Michael and

you wanted to stop taking drugs and make a right choice to be "drug free" (told a responsible adult) Remember, we all make mistakes. Hopefully, taking illegal or bad drugs, smoking cigarettes or drinking alcohol will be a mistake you'll never make. But, if you do make a mistake, make it right by, getting some help. Who can you get help from? (Mom Dad, responsible adult, teacher, preacher etc.) Get help! Nothing is so bad that you can't talk to someone you trust about it. There are lots of people in your community and at your school who care for you a lot. I care about you - so please. talk to someone.

I'm PROUD OF YOU!! THANK YOU. YOU'VE BEEN A GREAT GROUP.

SECONDARY SCHOOL SPEECH-OUTLINE

Before the presentation starts, it's suggested you stand at the classroom door and greet the students as they enter. Try and shake hands with them and call them "sir" or "ma'am". You can use this example of respect to ask for respect from them during your talk.

I. INTRODUCTION

A. Friendly greeting, state rank, name, etc.

B.. Set the ground rules

1. You treat students like adults
2. Expect the same treatment
3. Show of hands/No private conversations

C. Why am I here?

1. Drug abuse problem in this country and hard choices
2. I care about my country and you
3. I choose to stay drug free and was success in life
4. Background/short biography
 - a. Navy career
 - b. Reservist
 - c. Civilian Job
5. .Any observation of drug use growing up?
6. What did I do to stay off drugs?
7. Talk to you about some choices you need to make

D. I grew up in a different generation

1. Survey of 1960's vs 1990's
 - a. Teachers in the 60's were worried about students who chewed gum, late for class, hair too long, dress code.

- b. Teachers or the 90's worry about students and drugs, murder, rape, violence, etc.
- c. Kids today must grow up faster than I did.
- d. Therefore, kids today must make some adult choices

II. CHOICE #1- DON'T USE DRUGS BECAUSE YOU'LL BE UNEMPLOYABLE.

A. Military oath-..."to protect my country against all enemies Foreign and Domestic..."

- 1. Define Foreign enemy - (old ones/recent ones)
- 2. Define Domestic enemies (perhaps the Mafia, terrorists)
- 3. The #1 Domestic enemy: drugs and the Drug dealer

B. Military is very active in the war on drugs

- 1. Relate a personal experience
- 2. The Navy/Air force/Coast Guard commit planes/ships to intercept

C. Military is in active pursuit of Drug Dealers because they are taking away freedoms.

- 1. Freedom of choice...Freedom to prosper...Freedom to have a career
- 2. What jobs do you want when you enter the workplace
- 3. Who wants a home, car, clothes for your kids

D. Drug testing

- 1. Name companies, agencies, professions which drug test
 - a. Home Depot, IBM, Jiffy Lube, etc.
- 2. USA TODAY (June 23, 1994)-58% of college grads can expect drug testing at work
- 3. Drug Free Workplace-Only drug free need apply
- 4. At an annual increase of 5% testing a year, project 100%

testing by year 2003

5. Military Drug Testing

a. Policy-Zero tolerance

b. Penalty for use

6. You will have a hard time getting a job if you choose to use
drugs

III. Choice 2 - Use drugs and face a life of possible crime or being a victim
of a crime

A. People who use drugs increase their risk of being a criminal or a
victim

B. High crime rate is directly linked to the Drug War

1. LA (1991) 90% of property crime related to drug use

2. 70% of all violent crime related to drug use.

3. 1992 FBI stats, over 23,000 murders

4. Insert local crime statistics

5. 25,000 deaths each year on the highways due to alcohol

C. Any personal experience-friends or family involvement

D. The pusher does not care about you

1. Not your friend

2. Only cares about money

3. Creates family breakup, crack babies, murder, violence,
arrests, etc.

4. Innocent victims of drug crime/abuse

E. Put the pusher out of business

1. Don't buy drugs

2. Say NO

IV. Choice 3-The Medical Effect

- A. Effects of drugs on your body
- B. Show movie
 - 1. Other drugs have same effects as shown on the film
- C. Questions/Review of the Film
- D. The effects of alcohol/cigarettes

V. Choice 4- The Monetary Effect

- A. 20 billion dollars estimated
 - 1. What other uses could this money be better spent on?
- B. Who pays?
 - 1. You do

VI. Summation

- A. Review the four major points
- B. What causes people to do drugs?
 - 1. Peer pressure-explain
 - 2. Don't do anything you don't want to do or you know is wrong
 - 3. Think about your future before you make a wrong choice
- C. Get help if you are doing drugs and do it now
 - 1. Ways to get help in your local community
 - a. School
 - b. Church
 - c. Parents
 - d. Family
 - e. Counselors, Doctors, etc.
- D. Thank the audience
- E. Handouts

Try to greet as many of the kids as you can as they come into the classroom. Try to shake their hands and purposely call them "Sir" or "Ma'am". Good morning sir/Ma'am How are you doing?

After introduction by school official:

Hello, my name is _____ and I have some important things to discuss with you today. First off, I'd like to set some ground rules. Who here would like to be treated like an adult? (Lots of hands normally are raised) - I felt the same way when I was your age - believe it or not, I was your age at one time. Today I want to treat you like an adult - in fact I also want you to think like an adult because I have some adult problems to discuss with you. Did anyone notice that when I met you I called you "sir" or "ma'am"?

If I missed a few people, let me apologize now. I've already- started treating you like an adult and have paid you a respect without even knowing you. I'm going to ask that you treat me the same -you don't have to call me "sir" but I would ask you to listen to what I have to say, participate by a show of hands when I ask a question and keep the private conversations down so others can hear. Thanks.

I'm here today to talk you about the drug abuse problem in this country and discuss some choices you need to make right now, here, today. These are serious choices -adult choices - that will effect you the rest of your life. I chose to be drug free in my' life. I went through (school system) and graduated (when). Growing up for me was no picnic - no one gave me anything and I wasn't born with lots of money or rich parents. Drugs were present in High School, but I chose to have nothing to do with them. I knew lots of

people who used drugs, I was offered drugs and I said NO. You see, I don't know of too many cases where someone has put a gun to someone's head and said "Use drugs or I'll pull the trigger". That doesn't happen, usually. People who use drugs, start using those drugs WILLINGLY until they become dependent. Peer pressure. I ignored drugs. I was fortunate enough to attend college at (school) There I graduated in (year) From there I entered the (service), (history). I'm successful and I never took drugs.

I grew up in a different generation. A child of the 60's. First time I even heard of drugs was in High School. Nowadays are different-5 year olds are faced with drugs in pre-school. That's why I have to talk to you now. A survey was done in the 1960's where a researcher asked a bunch of teachers what their biggest problems were with the youth of today (1960's). Anyone guess what their BIG problems were?! (You'll get 90's answers). The big concerns of the 60's student were - chewing gum in class, talking back to the teacher, being late for class, hair too long, skirts too short etc. Big deals back then. What about the 90's? The survey was taken again in the 1990's where a bunch of teachers were asked the same questions. Anyone guess what the results of the survey were? (They will get this right) Drugs, murder, guns, rape, fighting, racial problems. You see, I was lucky. I didn't have the same pressures you have. You have to grow up faster than I did. You have to make decisions now. Do you see why I want to treat you like an adult? You must make adult decisions as kids. You've got to grow up fast, -and that makes me angry. That's why I am here - because I care about you and what your generation is facing. You are the future leaders, you will determine the future of your children. Too late for my generation - hopefully, you can do a better job.

When I joined the military, I took an oath. In fact, I've taken this oath several times throughout my career. I promised to defend my country against all enemies Foreign and Domestic. What's a Foreign enemy? Very good. Now tell me, what's a domestic enemy? (They won't understand). What do you think the #1 Domestic enemy this Country is facing now? You're right, drugs. In fact, the military is very active in the war on drugs. (Relate a story of military interdiction you've been involved in). The military is actively pursuing the drug dealer. The drug dealer is an enemy of this Country because he or she is taking away some of your basic freedoms. America is known as the land of the free. No other country in the world enjoys the freedoms we do. Do you hear of people wanting to immigrate to Russia? China? Brazil? Mexico? etc. No- they want to live here in the land of opportunity. You freely pursue any career you want in this country yet, a person who uses drugs severely restricts those career choices. What do some of you adults want to do when you get out of school or graduate from college- what jobs do you want to have? All those jobs I just heard are great. Anyone here want to own a house when they get older? How about a car? Going to need some money to buy those things, you're going to need that job. But can you do those Jobs, pursue that dream if you use drugs? No-and one of the reasons is thing called "drug testing".. Guess what, business does not want you if you take illegal drugs. Ever heard of a Drug Free workplace? Look at Home Depot-Drug Free Workplace. Look at IBM, look at Transportation workers(Airlines, rail etc.), Cable Companies. Look at the ads in the papers -" Drug Free only need apply." This includes Auto mechanics-Look at the paper-(Acura, Honda, Nissan, Pontiac/GMC, Saturn)

the list goes on and on. In fact a study taken at Michigan State and printed in the June 23, 1994 edition of USA TODAY, shows that in 1993, 58% of employers required drug tests of college graduates after they accepted a job offer. This is a 38% increase in testing since 1956- By the time you people enter the work force, everyone will be drug tested. In the military, we randomly test for drugs. (explain) You pop positive on a drug test and you are in jail waiting to be kicked out of the military. More and more businesses are becoming drug free workplaces and, like the military, have a zero tolerance for drug abuse among the work force. You will be unemployable. That nice house you wanted-gone. No more work-no more car payment. You'll lose everything. These are the facts-make the decision now. All you have to do is read the paper and see the misfortunate people who made the wrong choice about drugs and lost it all . Darrell Strawberry, Jennifer Caperati, are the two most recent cases. Think about it.

Another reason not to choose a life mixed with drugs/alcohol is the increase in your chances of being a victim of crime or being a criminal yourself. The high crime rate in this country' is directly linked to Drug/alcohol abuse. In Los Angeles, in 1991, the Director of the D.A.R.E. program estimated that drug abuse was involved in roughly 90% of all crime where property is the object of the crime and 70% of all violent crime. (USA TODAY Sept 10, 1991) According to FBI 1992 stats, over 23,000 people were murdered in this country. Once again, listen to the news, read the paper.

Do you think the pusher behind drug deals cares what happens to you?

Nope, as long as the pusher has the money everything else is secondary. You lose your job. You go to jail, you get murdered - they could care less. They are not your friends - they are strictly business men or women who are after "easier" money. Of course, these drug dealers don't belong to the Better Business Bureau, pay taxes or have a medical plan for their employees. They basically leech off society, use people for their own illegal purposes, cause family breakups, promote crack babies and drug dependent infants, increase violent crime, increase prison populations and keep the coolers full at the local morgue. They are reason we have a Drug Problem in this country. Put the drug dealer out of business and the drugs problem goes away - a case of supply and demand. Don't buy from these leeches - put them out of business! Once again, NO ONE puts a gun to your head and makes you buy dope. You have the right to say NO. Use that right.

Let's talk about alcohol abuse for a minute. Alcohol is a drug -- a legalized drug. Every year over 25,000 people lose their lives on the nation's highways due to alcohol. It is now considered a serious crime to operate a motor vehicle while under the influence of alcohol. Does anyone what the legal limit is for an adult? (.08/Florida). How about a minor? (.02/Florida). Do you know what it will cost to get your license back after a DWI? . . . The insurance industry estimates that the first offense will cost between \$5000 and \$7000. This is because of legal fees and increased insurance risks. How many of you think your parents will pay that much to get your license back? The second offense is just as expensive; however, it includes a mandatory jail sentence term.

So far I've shown you how drug abuse can make you unemployable and can cause you serious difficulties with the law and could involve you in violent acts. How about the effects of drugs on your body? I've got a film here called "Cocaine and the Brain" produced by- Brigham's Women's Hospital in Boston. It will show you how the long and short term effects of cocaine and marijuana use on the brain. Keep in mind, while the film only discusses cocaine and marijuana, many of the other drugs out there cause similar effects. Lets roll the film.

Any questions? Did you see what appeared to be holes in the brain? What were those holes representative of? A decreased blood flow. This is factual stuff, ladies and gentlemen. What about the effects of alcohol abuse and cigarettes? Remember, it's YOUR choice.

The last point I want to make is the monetary cost of this war on Drugs. Anyone guess how much it costs to fight this war? 175 BILLION dollars! Now if you had 175 Billion dollars, and you were able to spend that money on this country or your community, how would you spend it? (Homeless, deficit, medical care for everyone, new schools, raises for teachers etc.) That 175 Billion sure would solve many of this country's problems. Instead, we have to fight the drug dealer, build more prisons, hire more police, wasted money in the legal system, repair people in hospital emergency rooms - the list goes on and on- Right now, you, your parents, and I are paying. Guess who gets to pay for it in just a few years? That's right - you! Your taxes will support this battle. Personally, the drug dealer, in my book isn't worth a penny of that 175 Billion, but the people he/she victimizes are worth every cent. If people would just say no...

Before I leave you, I want you to know that we still live in the greatest country in the world, we have problems - big problems - that need to be addressed in order to preserve our personal freedoms. Your freedoms are being taken away by the Drug Dealer and the random violence his/her business seems to create. The alcohol abuser is taking away your freedom by acts of random violence that kills people every day in the form of the Drunk Driver. Innocent people are dying so alcoholics can drive drunk, so doped up addicts can support their habits and the drug dealer can get his/her money). Shot the wrong person? No problem for the drug dealer. Big problem for the victim and his/her family. No excuse is a good excuse for trying drugs or drinking alcohol in an illegal and life-threatening manner. Why do people do these things? Mostly boils down to Peer Pressure. Don't let peer pressure ever make you do something that you know is wrong. The wrong choice not only will effect you the rest of your life. Think about your future goals before you make a critical decision. You can be anything you want to be without drugs/alcohol. You won't be successful if you make the wrong choice - your opportunities will be severely limited, your health will be effected. If you are on drugs/alcohol now, - get help! Talk to your parents, teacher, friends, counselor, call a hospital, Look in the yellow pages under "Drugs", see your preacher or Rabbi. GET HELP now! Remember, you have lots of choices in life - make the right one for the rest of your life and stay off of drugs!

(Questions) Thank you.

CAMPAIGN DRUG FREE PRESENTATION CRITIQUE SHEET

Echelon Four Command _____

Date of Presentation _____ Presenter's Command _____

Command Phone Number _____

Unit Contact _____

Name of Presenter _____

School/Organization _____

Address _____

Telephone Number _____

School/Organization Contact _____

Audience Grade Level _____ Number in Audience _____

Teacher/Leader Comments and/or suggestions for improvement of
program _____

Coordinator/Presenter

Feedback to CNRF _____

Forward to:

Commander, Naval Reserve Force
(N009A)
4400 Dauphine Street
New Orleans, LA 70146-5046

Fax: C: (504) 948-1340 DSN: 363-1340, 1 (800) 554-4542

PRIMARY PRESENTATION (Ages 6-12) QUESTIONS

1. Can anyone tell me what I do by the clothes I'm wearing?
2. Does anyone know anybody in the Navy, etc?
3. Does anyone know what a reservist does?
4. What makes America so great?
5. What is a choice?
6. What does freedom mean?
7. Give me some examples of choices.
8. What are some of the choices adults make for you?
9. Give examples of differences between good choices and bad choices.
10. What are some examples of good drugs and bad drugs?
11. What is peer pressure?
12. How can you resist peer pressure?
13. What did you think of the movie?
14. What were some of the points the movie was trying to make?
15. Relate what happened in the movie to the kids as much as possible.
16. What is a mistake?
17. What's the best way to look at mistakes

Note: when making presentations to kids under the age of 8 (3rd grade) do not ask questions of the audience. Their maturity level is not developed enough to stay on the subject and the conversation will quickly get away from you.

SECONDARY PRESENTATION (Ages 12-17) QUESTIONS

1. How would you like to be treated like an adult today?
2. Anyone guess what the big problems 20-30 years ago in-school were?
3. What are examples of some of America's enemies?
4. What are examples of domestic enemies?
5. What did you think of the film?
6. How are we going to rid this country of the drug problem?
7. What makes America so great?
8. What kinds of freedoms do we enjoy that aren't found in other parts of the world?
9. Why do people take drugs?
10. Why do people sell drugs?
11. How can we stop them?
12. What are we going to do about the problems in this country today?
13. How can you stop the drug use in this country?
14. Who has goals?
15. How do you set goals?
16. What does it take to succeed?

SCHOOL PRESENTATION CHECKLIST

1. SCHOOL NAME: _____
2. PHONE NUMBER: _____ POC: _____
3. GRADE LEVELS: _____
4. PRESENTATION TIMES: _____
5. HOW MANY PRESENTERS ARE THERE? _____ (WILL MORE
THAN ONE BE GIVEN AT THE SAME TIME? _____)
6. PRESENTER'S NAME/RANK: _____
7. REQUEST A VCR, TELEVISION, AND A P.A. SYSTEM (IF REQUIRED).
8. PLAN TO ARRIVE AT THE SCHOOL 30 MINUTES EARLY. (TROPICAL
WHITES/SERVICE DRESS BLUES)
9. THE RANKING CDF MEMBER SHOULD MEET AND THANK THE SCHOOL PRINCIPAL FOR
INVITING US INTO HIS/HER SCHOOL.
10. INVESTIGATE YOUR SURROUNDINGS! ARE THE VCR AND TV SET-UP AND
WORKING? DO YOU KNOW HOW THE LIGHTS WORK? WILL EVERYONE BE ABLE TO HEAR AND
SEE YOU?
11. FIND OUT THE EXACT TIME CLASSES CHANGE. THEY MAY DIFFER FROM PERIOD TO
PERIOD!
12. TRY TO FIND OUT SOMETHING ABOUT THE SCHOOL. THIS MAY HELP FORM A COMMON
BOND. TALK TO YOUR POC, ASK THE FOLLOWING:

SCHOOL MASCOT: _____

ACADEMIC ACHIEVEMENTS: _____

ATHLETIC ACHIEVEMENTS: _____
13. WHAT TYPE OF STUDENTS ARE YOU ADDRESSING? (GIFTED STUDENTS,
HEARING IMPAIRED, ETC.).